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ABSTRACT

This practicum was conducted in a large high school for the purpose of improving grade point averages, attendance, and attitudes of student athletes at high risk with respect to eligibility to play sports. The program contained four basic components: (1) orientation; (2) implementation; (3) monitoring; and (4) evaluation. An orientation was offered to the students, parents, administrators, teachers, and guidance counselors. When the program was implemented, student athletes attended study hall sessions 3 days a week (monitored by coaches) and completed daily homework diaries. Guidance counselors provided specific behavioral strategies to enhance study skills; student athletes were paired with high achieving peers; parents were given surveys to identify specific needs and were asked to sign weekly progress reports; and student athletes were given surveys to confirm the effective aspects of the program. Although most of the student athletes did not achieve the expected objectives of the program, attendance, grades, and peer interaction improved. As a result, this program was recommended as part of the athletic criteria for student athletes throughout the county school system. Five appendixes to the report include samples of: a parent survey, a grade and absence record sheet; a weekly progress report, a post-student athlete survey; and grade and absence results. (LL)

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# IMPROVING ATHLETIC ELIGIBILITY AMONG HIGH RISK NINTH, TENTH AND ELEVENTH GRADE STUDENTS THROUGH PARENTAL AWARENESS AND PEER INVOLVEMENT

By

Derrick C. Manning

A Practicum Proposal

Submitted to the Faculty of the Center
for the Advancement of Education at Nova University
in partial fulfillment of the requirements for
the degree of Masters of Science.

The abstract of this report may be placed in a national Database System for reference.

June 1990

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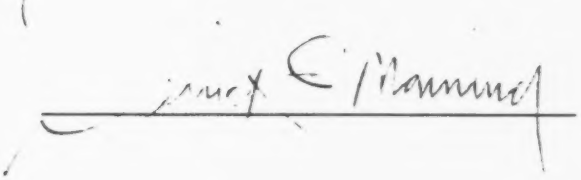

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Practicum Title Improving Athletic Eligibility Among High Risk Senior High Students Through Parental Awareness And Peer Involvement

Student's Name Derrick C. Manning

Program Site Spanish River High School Date June 15, 1990

Observer's Name Mr. Nate Collins Nate Collins
(please print---------and sign)

Observer's position Assistant Principal Phone # 241-2200

Observer's comment on impact of the project (handwritten):

Mr. Manning's practicum was smoothly implemented and was extremely effective, involving a support team for those athletes who simply needed a concerned support staff. Also he generated a new enthusiasm among teachers, coaches and parents in regards to assisting athletes in improving grades. Personally and professionally, Spanish River High School welcomes

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Abstract - Final Report

Improving Athletic Eligibility Among High Risk Senior High Students through Parental Awareness and Peer Involvement.

Manning, Derrick C., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
DESCRIPTORS: Eligibility/Parent Participation/High Risk Students/Peer Relationships/Parent Role/Secondary Schools

The writer developed and implemented a program in a large high school to improve the attendance and academics of high risk student athletes. The program objectives were to improve attendance, grades, and develop a more positive overall attitude towards school.

The program contained four basic components: orientation, implementation, monitoring and evaluation. After the students, parents and support team (administrators, teachers, guidance counselors and program coordinator) received an orientation, the attendance and grades of student athletes began being monitored. Student athletes attended study hall sessions three days a week and completed daily homework diaries. The remainder of the support team met with student athletes throughout the program. Parents were given pre surveys to identify specific needs and causes of problems, and student athletes were given post surveys to confirm the effective aspects of the program. Most of the student athletes did not achieve the expected objectives of the program, however, student athletes did improve attendance and grades to a certain degree. The program was recommended as part of the athletic criteria for student athletes throughout the county school system. Appendices include parent surveys, sample weekly progress reports, pre grades and absences chart, post grades and absences chart and post student athlete surveys.

# CHAPTER I

## Purpose

The concerns and procedures discussed in this paper apply to a group of varsity football players who have been classified as high risk students by teachers, coaches, and guidance counselors. The author is presently working as a quasi-administrator and assistant football coach.

The setting for the Practicum is a large high school located in the south western area of the county school system. The enrollment of the school is 2,931. Grade nine has 829 students, grade 10 has 768 students, grade 11 has 697 students, and grade 12 has 637 students. The racial balance of the school is 86 percent White non-Hispanic, six percent Black non-Hispanic, five percent Hispanic, and a little over one percent Asian. In past years, there has been little change in the ethnic composition of the student body.

This school is unique in that it is one of the four schools in the county that consistently scores first or second on all standardized tests. In 1988, the ninth grade students scored highest in the county on all subtests of the Standard Achievement Test.

Also, daily attendance percentages range from 85 to 95 percent.

The social economic classification of the students range from lower to upper classes. Many of the lower class students are bussed into the community to maintain an acceptable racial balance at the school. Coincident-ally, these students are very active in various athletic programs. However, a large portion of the middle and upper class students commute from an affluent community that has a tremendous impact on the county because of a high level of social and political influence. Consequently, the lower class students are constantly striving for peer acceptance or just simply to belong.

As a quasi-administrator, the author is responsible for supervising common areas before school, after school, and during class exchanges. The author is also responsible for dispensing punishment to students who have been referred by their teachers and other school personnel, and responsible for monitoring student attendance. These responsibilities involve giving immediate feedback to students, teachers, and parents, and enables the author to have direct contact

with student athletes. As an assistant football coach, the author is constantly in contact with athletes who come from a variety of backgrounds.

Recently, athletics have become an integral part of the overall school program. However, there are minimum requirements that one must meet in order to be eligible to participate. The state governing body for high school athletics requires a grade point average of 1.5 on a four point scale for the nine weeks grading period prior to participation as opposed to the county school system, which requires a grade point average of 2.0 on a four point scale for the nine weeks grading period prior to participation. The county requirement is the highest in the state.

As an assistant football coach, the author and his colleagues have often found that certain student athletes tend to have lower grade point averages, excessive absenteeism and little or no interaction with students having moderate or superior grade point averages. These characteristics often enable student athletes to be classified as high risk. Also, these characteristics have ben known to stem from a lack of emphasis. For example, in athletics major emphasis is

placed on perfecting skills necessary to improve performance, however, little emphasis is placed on acquiring skills necessary to improve grades, peer interaction, or improving behaviors necessary to reduce absenteeism.

Student athletes are expected to maintain a rigorous training schedule and pass five classes, if enrolled in six or seven, and pass four classes, if enrolled in five. In addition, they must maintain the minimum grade point average: A task that becomes extremely time consuming and often very stressful for a high school student. Therefore, students who are not aware of resources available to assist them in their academic endeavors tend to fall short of minimum requirements. In many instances, parents, teachers and coaches are unaware of a student athlete's academic progress until the time for actual participation. As a result, the student athlete becomes disenchanted with school and develops a negative self-esteem because of his inability to partake in a sport of choice.

To substantiate and support the existence of this problem, the author first examined all available official school records such as cumulative folder

information and computerized attendance records. These records were obtained through the cooperation of teachers, guidance counselors and coaches. They assisted the author, by identifying those student athletes who have demonstrated excessive absenteeism patterns, and as a result, low or borderline grade point averages. In addition, the author collected data from files, i.e., involvement in athletics, present grade point averages and overall grade point averages.

Further verification of this problems became extremely evident to the author after a brief survey (Appendix A:32) was distributed to the parents of student athletes. Specifically, 100 percent of the parents surveyed felt that athletes are important to the total school program, 92 percent felt that athletics provide negative and positive experiences, 100 percent felt that athletics can be used as an incentive for improving academics, 60 percent felt the present required grade point average is too high, 40 percent felt most athletes tend to have lower grade point averages, 75 percent felt athletes associate themselves with students of similar status and 90 percent felt that most parents are totally unaware of

eligibility requirements. In addition, all of the parents who responded to the survey indicated several reasons as to why low grade point averages and high absenteeism are common to many athletes at this particular institution. First, many parents believed at this particular institution. First, many parents believed that student athletes are not able to prioritize athletics and academics. Second, student athletes are unable to manage their time because of the over emphasis towards athletics. Third, student athletes tend to associate themselves with students of similar status. Furthermore, student athletes tend to receive little individual assistance from school personnel such as guidance counselors, teachers, and coaches.

Following careful review of the cumulative folders, attendance records and surveys, the author established a target group of high risk athletes. Thirty percent of the student athletes have a grade point average below 2.0 for the last grading period, and five or more absences. Fifty percent of the student athletes are presently carrying an overall grade point average below 1.5, which is required simply for

graduation. The other fifty percent are either at 2.0 or below (Appendix B:33). Attendance becomes a major factor on grade point averages when absences exceed eleven, because eleven absences inhibit students from receiving credit in classes in which the absences occurred. Consequently, the review of information provided evidence of a strong correlation between excessive absenteeism and low grade point averages among student athletes.

It was the authors contention that through involving parents and peers, student athletes who have been classified as high risk in terms of athletic eligibility will improve and maintain eligibility status. Through parental awareness and peer involvement, the author expected to increase grade point averages and attendance to a level acceptable for athletic participation.

The author decided to sue the following objectives to demonstrate the level of improvement for high risk student athletes in terms of grade point averages, attendance behaviors and peer interaction.

1. Over a period of nine week, eighty percent of the twelve high risk student athletes will

improve grade point averages by .5 on a four point scale. Final grade reports in conjunction with weekly grade monitors will serve as evaluation instruments. (Appendix C:34)

2. Over a period of nine weeks, eighty percent of the twelve high risk student athletes will improve attendance by seventy percent. The daily absentee report kept on file by the school's data processor will serve as the evaluation instrument.
3. Over a period of nine weeks, eighty percent of the twelve high risk student athletes will demonstrate more positive attitudes towards peer interaction as evidenced by the author's post student athlete survey. (Appendix D:35)

## CHAPTER II

## Research and Solution Strategy

Tremendous attention has been focused on minimum academic eligibility requirements for high school student athletes. Certainly, no one would dispute the critical need for student athletes to meet academic responsibilities. However, many educators debate minimum requirements (Brown 1988).

Many educators advocate that student athletes have a minimum grade point average of 2.0. Ideally, by setting high expectations, student athletes will improve their grade point averages in order to remain eligible for athletics. Opposers believe requiring a 2.0 grade point average will result in some students not being able to participate in athletics and eventually becoming high school dropouts. Also, the opposing view can be further understood by reviewing a passage from an article by Harper (1986):

> Opposition to the institution of minimum standards for athletics is based partially on the positive effect athletics have on students. In the 1968 court decision, Kelly v. Metropolitan County Board of Education of Nashville, it was pointed out that the athletic program of a secondary school is an integral part of a student's total educational experience. Sports, and other activities, give students an alternative

> way of succeeding in the school, and this may be the one place a troubled youth may excel. It would be counterproductive to tie eligibility to participate in these activities strictly to academics.

Similar points of opposition were identified by Firth and Clark (1984), and Ostrol (1984) in related articles. Both resources confirm that tougher academic requirements for participation may result in some undesirable actions: (1) some teachers may inflate grades in an effort to keep certain students eligible for athletics, (2) some student athletes will be discouraged from taking classes that are challenging to them for fear of losing eligibility, (3) cheating will be encouraged, particularly among border- line students and those taking more difficult courses, (4) some student athletes can be expected to drop out of school when their primary source of success is eliminated.

Also, there are many educators that believe higher standards are vital to ensure that student athletes place high priority on academics. Ostro (1980) suggests that there has been a decline of standards in our society. Students have learned to make athletics a major focus of the educational life. We must get them to put a priority on academics. We must make learning

and scholarships our top commitment.

By adopting tougher standards we might communicate a distinct message to student athletes: Academics come first. By adopting tougher eligibility standards, we will also help student athletes understand that schools set a high priority on academics and that schoolwork is more important that athletics (Brown 1988).

The impact of implementing tougher athletic eligibility requirements became very controversial in 1985. In Austin, Texas, the Independent School District mandated an athletic eligibility rule which stated that secondary students who wish to participate in athletics must pass all courses each six week period. The controversy surrounding this new rule focused on key issues stated as follows: (1) Did students fail fewer courses under the influence of the no pass/no play rule? (2) Was the impact greater for students in extracurricular courses? (3) Did the dropout rate increase under the influence of the no pass/no play? (4) Did enrollments in honors courses decline under the influence of no pass/no play? (5) Did students agree that no pass/ no play rule encourages them to make better grades?

Surprisingly, the no pass/no play rule had a positive impact on the Independent School District. The initial issues that were thought to be reasons for controversy proved positive. For example, students failed fewer courses under the influence of the no pass/no play rule. Students enrolled in extra-curricular courses showed a decline in failing grades, the number of students enrolling in honors courses continued to increase and over fifty percent of students agreed the no pass/no play rule encouraged them to make better grades. However, one issue was not as encouraging: the dropout rate increased for students participating in sports. This indicated that students participating in athletics received the greatest negative impact of the no pass/no play rule.

Again, the researcher was amazed to discover that eligibility standards are not used only to encourage better grades, but to exclude students from school activities, as well. A survey of 130 high school principals in the southern states revealed that students who participate in sports have a high incidence of alcohol abuse, insubordination, and other misbehaviors. Also, the study revealed that these

students have tougher requirements to participate in athletics as opposed to cheerleading, drama, music clubs, etc. As a result, the study concluded that eligibility requirements are often unrelated and merely used as tools for punishing students for misconduct in areas where disciplinary practices are failing.

Furthermore, eligibility requirements are described as arbitrary and capricious, leaving schools often to be challenged in the courts (Weber 1983).

Many educational institutions are starting to devise ways for improving the academic performance of athletes because of the tougher requirements for athletic participation and the tendency of athletes to fall in the category of high risk students. They are expected to maintain a certain level of academic achievement while enduring the rigors of athletics. However, until recently little has been done to assist student athletes in discovering ways to improve grades.

A study specifically designed to improve the grades of athletes was implemented by Rosemary Thompson (1986) at Oscar Frommel High School in Chesapeake, Virginia. The positive variables that are used by athletic participants and which make athletics

successful such as teamwork, discipline, cooperation, time management, organization, and pride in ability were transferred to the student academic plan. For example, the guidance counselors provided specific behavioral strategies to enhance study skills, the coaches maintained a mandatory study hall, and the faculty and administration gave feedback on performance.

The program specifically included a comprehensive seminar for developing effective study skills and time-management strategies. Topics included effective listening and note taking, attitude and preparation, preparation for taking tests, academic planning and preparation, career interest, and the development of appropriate decision-making strategies. Second, a mandatory pre-practice study hall was used to provide routine and structure. Third, parents and guardians were informed of the standards for participation in athletics (i.e., pre-practice study hall) and asked to express commitment in the form of a written contract. Last, an accountability system was used by counselors, coaches, and teachers to monitor grades, conduct, and attendance. Failure of student athletes to be rated

satisfactory in any area resulted in a warning, probationary period, or suspension. Unfortunately, no results were given to indicate the success or failure of the program, but positive results are expected because of the academic emphasis, structure and the accountability of the program (Thompson 1986).

Another approach to improving academics for student athletes involves the participation of parents and peers who have demonstrated a high level of academic success. According to Oliver Moles (1982), parent participation consists of at least two distinctive stages. First are the parent-school contacts in which parents learn about their children's performance and the specific requirements which their children must meet. Second are the home activities in which children acquire information and skills necessary for the classroom.

Parent-school contacts may take the form of notes, conferences, home visits and parent participation in study halls. Student athletes became home-learners by means of home instruction, enrichment activities, incentives, and modeling educational pursuits by family members and friends. Also, the use of peer

participation in the form of peer teams (not more than two) can be used to reduce the pressures of having to perform because of high expectations of parents and teachers. Both methods were extremely effective in motivating student athletes to make better grades (Moles 1982).

It is important that administrators, guidance counselors, coaches, and teachers realize that eligibility requirements should be a positive, motivating force. They should be based on fairness and reasonable goals that place emphasis on the total development of the student athlete and attempt to meet some individual needs. Also, the standards should be structured in a manner that encourages constant effort. After reviewing the literature on athletic eligibility, the author developed his own solution strategy to solve the problem of low grades among high risk student athletes. The author realized that athletic eligibility is a very broad concept. The author chose to implement a program similar to that used by Rosemary Thompson of Oscar Frommel High School in Chesapeake, Virginia. However, the author made modifications to add some innovations of his own. The author believed

that this particular program in conjunction with ideas of his own are easily implemented and monitored in a high school setting without disrupting the normal structure of the school.

The author noted through conversations with teachers, guidance counselors, and coaches that certain student athletes do not have an academic plan based on monitoring, support, feedback, parental participation, routine and peer involvement. Therefore, the main task in the solution strategy was to provide a plan to facilitate the following. Student athletes observed that over a period of time, the author did not give up on the Implementation Plan. It was the author's belief that these students were desperately in need of some positive assistance in allowing them to reach their academic endeavors. Consequently, the author devised a program in which student athletes were assisted by peers, parents, coaches and guidance counselors in making course selection decisions, effectively managing time, completing homework assignments, study skills improvement and emotional support.

The author knew the target school was not unique in this problem and feels this strategy was effective

in the target school. The success of this plan depended upon the amount of patience, cooperation, and diligence displayed by the administration, student athletes, coaches and parents.

## CHAPTER III

## Methodology

Week I

1. The author met with the practicum observer to inform of practicum schedule.
2. The author met with parents of student athletes, coaches, teachers, guidance counselors, administrative staff, and several peers of student athletes. In this meeting the Outcome Objectives and Implementation Plan were discussed in detail.
3. The author met with student athletes as a group to explain the purpose and procedures of the practicum.

Week II

1. Student athletes' attendance was monitored on a daily basis. Telephone calls were made by 9:00 a.m. to the home if the student athlete was reported absent. If the student athlete had absences that exceeded two days, the author made a home visit.
2. Student athletes met with the author ten minutes prior to the start of school to ensure attendance

and check for the completion of homework assignments.

3. Student athletes were presented a homework diary in which all class activities, major assignments and homework assignments were recorded. Parents were asked to sign homework diaries to ensure awareness of assignments.
4. Student athletes hand delivered weekly progress reports (Appendix C:34) to perspective teachers designed to monitor class-by-class attendance, class participation, conduct, quiz and test scores. Parents were asked to sign progress reports and submit to the author.
5. Student athletes were paired with volunteer peer athletes who had demonstrated academic success. The peer athletes assisted student athletes in the completion of homework assignments and study skills enhancement during study hall sessions held on Mondays, Tuesdays and Wednesdays from 3:00 p.m to 3:45 p.m.

Week III

1. Student athletes met with author prior to the start of school.

2. Homework diaries were completed and signed by parents.
3. Student athletes and peer athletes attended school study hall sessions.
4. The Guidance Department played a major role in the implementation of this program. Each student met with their guidance counselor to discuss time management activities, academic goals and suggestions for dealing with academic stress.

Week IV

1. Student athletes met with author prior to the start of school.
2. Homework diaries were completed and signed by parents.
3. Student athletes and peer athletes attended school study hall sessions.

Week V

1. Student athletes met with author prior to the start of school.
2. Homework diaries were completed and signed by parents.
3. Student athletes and peer athletes attended school study hall sessions.

4. To express appreciation, student athletes and volunteer athletes exchanged dinner invitations to the homes of their parents.

Week VI

1. Student athletes met with author prior to the start of school.
2. Homework diaries were completed and signed by parents.
3. Student athletes and peer athletes attended school study hall sessions.
4. Teachers were asked to compute actual grades, list absences and comment on the effectiveness of the practicum.

Week VII

1. Student athletes met with author prior to the start of school.
2. Homework diaries were completed and signed by parents.
3. Student athletes and peer athletes attended school study hall sessions.
4. Student athletes had second meeting with their guidance counselors.

Week VIII

1. Student athletes met with author prior to the start of school.
2. Homework diaries were completed and signed by parents.
3. Student athletes and peer athletes attended school study hall sessions.

Week IX

1. Student athletes met with author prior to the start of school.
2. Homework diaries were completed and signed by parents.
3. Student athletes and peer athletes attended school study hall sessions.

Week X

1. Student athletes met with author prior to the start of school.
2. Homework diaries were completed and signed by parents.
3. Student athletes and peer athletes attended school study hall sessions.
4. The author administered the post student athletes

survey which measured their feelings about the practicum. Volunteer athletes exchanged dinner invitations to the homes of their parents.

## CHAPTER IV

## Results

At the close of the practicum, all students except one remained involved. This is important to note because several of the student athletes came in periodically to see the program coordinator very despondent. They felt teachers were not willing to provide specific feedback on weekly progress reports. Consequently, the lack of immediate feedback from some teachers caused a few student athletes to lose motivation. However, following the implementation of the strategies, several teachers asked to volunteer as monitors during study hall sessions and to make weekly phone calls to parents. Also, several student athletes asked to be a part of the strategies or they were recommended by coaches from various sports. As a result, the enthusiasm increased for the initial target group.

The program had three basic objectives. The first objective was to present evidence that eighty percent of the twelve high risk student athletes will improve grade point averages for the last grading period as compared to the previous grading period by .5 on a four

point scale. This particular objective was not met. (Appendix E:36). Seventy-seven percent of the student athletes improved their grade point averages for the last grading period by .5. The remaining thirty-three percent improved by a minimum of .1.

The second objective was to present evidence that eighty percent of the twelve high risk student athletes will improve their attendance by seventy percent. Twenty-five percent did exhibit some degree of improvement but they did not meet the set standard. The author received positive feedback from parents because of the absentee phone calls. Most parents knew of the absences prior to the phone calls and often gave valid reasons for absences. In fact, some parents began to call in advance to excuse absences. Also, the author made only one home visit to discuss the reason for two consecutive absences.

The third objective was to present evidence that eighty percent of the twelve high risk student athletes will demonstrate more positive attitudes toward school and peer interaction. This objective was overwhelmingly successful. (Appendix D:35) Seventy five percent of the students who responded to the Post

Student Athlete Survey confirmed that interactions with other students improved as a result of the strategies, sixty-six percent confirmed that the study hall sessions were effective in improving study skills and the completion of homework assignments, eight-three percent confirmed that their grade point average improved as a result of the strategies, eight-three percent confirmed that their attendance improved, and all of the student athletes confirmed that their overall attitude towards school improved because of the new concern on the part of coaches. Also, eighty-three percent of the student athletes confirmed that parents were more aware of the eligibility requirements and they were very cooperative in signing daily homework diaries and weekly progress reports. Many of the student athletes identified the new attention from faculty members other than teachers as the most positive aspect of the program. The author attributes the success of this objective to the consistent efforts of the support team in terms of monitoring and motivating the strategies of the program.

In retrospect, the author believes that the program impacted the school in a very positive manner.

Basically, everyone who was asked to carry out a certain task of the program did so without hesitation. The parents of student athletes appreciated the obvious emphasis on academics. The student athletes were able to cope more effectively with eligibility requirements.

## CHAPTER V

### Recommendations

The task of maintaining eligibility among high risk student athletes is not unique to the author's institution or to one particular athletic activity. The findings of this practicum are of importance to the administration and coaching staffs of schools throughout the county. The results of this practicum were shared with athletic directors for review and possible implementation and/or adaptation.

The author's institution will use these strategies and techniques with future high risk student athletes. Implementation will start at the beginning of the school year and run throughout the duration. The author believes that even though the student athletes did not meet the specified standard for attendance and grades, the program enabled them to formulate an academic plan to reach academic and athletic goals.

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## Appendix A

### Parent Survey

| | | | | |
|---|---|---|---|---|
| 1. | Do you think athletics are important to the total school program? | Yes | Uncertain | No |
| 2. | Would you agree that athletics provide negative and positive experiences for student athletes? | Yes | Uncertain | No |
| 3. | Would you agree that athletics provide incentive to better academics for student athletes? | Yes | Uncertain | No |
| 4. | Do you think the present required grade point average is too high for student athletes? | Yes | Uncertain | No |
| 5. | Would you agree that most parents are totally aware of eligibility requirements for high school athletics? | Yes | Uncertain | No |
| 6. | Would you agree with the general assumption that most athletes tend to have lower grade point averages? | Yes | Uncertain | No |
| 7. | Do you agree that student athletes normally associate themselves with students of similar status? | Yes | Uncertain | No |
| 8. | Briefly state any other reasons that may be attributed to low grades for student athletes. | | | |

Appendix B

Grades and Absences for Grading Period

| STUDENT | ENGLISH | MATH | SCIENCE | SOCIAL STUDIES | ELECTIVE | ELECTIVE | ELECTIVE | G.P.A. | OVERALL G.P.A. |
|---|---|---|---|---|---|---|---|---|---|
| 1. | F/6 | F/6 | F/6 | F/6 | F/6 | C/6 | A/6 | .86 | 1.20 |
| 2. | C/4 | D/4 | C/4 | D/4 | C/4 | C/4 | B/4 | 1.85 | 1.57 |
| 3. | C/7 | B/7 | D/7 | C/7 | C/7 | C/7 | D/7 | 1.85 | 1.71 |
| 4. | D/5 | D/5 | D/5 | B/5 | D/5 | D/5 | B/5 | 1.71 | 1.57 |
| 5. | F/6 | C/6 | C/6 | B/6 | B/6 | B/6 | C/6 | 2.1 | 2.36 |
| 6. | F/4 | C/4 | D/4 | C/4 | C/4 | B/4 | A/4 | 2.0 | 2.14 |
| 7. | D/1 | D/1 | D/1 | B/1 | B/1 | A/1 | A/1 | 2.4 | 2.3 |
| 8. | C/1 | D/1 | D/1 | C/1 | B/1 | C/1 | B/1 | 2.0 | 1.57 |
| 9. | C/1 | C/1 | D/1 | D/1 | D/1 | A/1 | B/1 | 2.0 | 2.07 |
| 10. | B/0 | D/0 | A/0 | D/0 | C/0 | D/0 | C/0 | 2.0 | 2.07 |
| 11. | C/2 | D/2 | C/2 | B/2 | C/2 | D/2 | A/2 | 2.14 | 2.21 |
| 12. | D/A | C/4 | D/4 | C/4 | A/4 | D/4 | A/4 | 2.14 | 1.57 |

## APPENDIX C

### Weekly Progress Report

STUDENT ATHLETE:_____ Grade Level _____

SPORT:_____ COACH:_____

| PERIOD | CLASS | CLASS AVERAGE | CONDUCT | ASSIGNMENTS | TEACHER SIGNATURE |
|---|---|---|---|---|---|
| | | A B C D E F S U | | | |

## APPENDIX D

### Post Student Athlete Survey

1. Did your grade point average improve as a result of the eligibility program? Yes Uncertain No

2. Did your attendance improve as a result of the eligibility program? Yes Uncertain No

3. Did your interaction with other athletes improve as a result of the eligibility program? Yes Uncertain No

4. Did parental awareness of your academic status and academic requirements improve as a result of the eligibility program? Yes Uncertain No

5. Were teachers cooperative and enthusiastic about providing information for weekly progress reports? Yes Uncertain No

6. Were parents cooperative and enthusiastic about providing information for weekly progress reports? Yes Uncertain No

7. Were study hall sessions effective in improving study skills and the completion of homework assignments? Yes Uncertain No

8. Did your overall attitude about school improve as a result of the eligibility program? Yes Uncertain No

9. Briefly describe positive aspects of the eligibility program.

10. Briefly list negative aspects of the eligibility program.

Appendix E

Grades and Absences for Practicum Strategies

| STUDENT | ENGLISH | MATH | SCIENCE | SOCIAL STUDIES | ELECTIVE | ELECTIVE | ELECTIVE | G.P.A. | % of G.P.A. INCREASE | % OF ABSENCES INCREASE |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | C/1 | D/1 | D/1 | C/1 | F/1 | C/1 | A/1 | 1.71 | .85 | 84% |
| 2. | B/0 | B/0 | B/0 | C/0 | A/0 | A/0 | A/0 | 3.28 | 1.43 | 100% |
| 3. | B/2 | B/2 | C/2 | A/2 | D/2 | C/2 | A/2 | 2.71 | .86 | 72% |
| 4. | C/2 | C/2 | C/2 | B/2 | A/2 | C/2 | A/2 | 2.71 | 1.00 | 60% |
| 5. | D/3 | C/3 | B/3 | B/3 | B/3 | A/3 | A/3 | 2.85 | .75 | 50% |
| 6. | C/1 | B/1 | A/1 | B/1 | C/1 | B/1 | A/1 | 3.00 | 1.0 | 75% |
| 7. | C/0 | C/0 | F/0 | B/0 | B/0 | A/0 | A/0 | 2.57 | .17 | 100% |
| 8. | B/0 | F/0 | C/0 | C/0 | C/0 | B/0 | A/0 | 2.28 | .28 | 100% |
| 9. | C/2 | C/0 | C/0 | A/0 | C/0 | A/0 | A/0 | 2.65 | .65 | 100% |
| 10. | B/2 | C/2 | A/2 | B/2 | B/2 | A/2 | A/2 | 3.28 | 1.28 | 0% |
| 11. | C/0 | C/0 | C/0 | B/0 | C/0 | C/0 | A/0 | 2.42 | .28 | 100% |
| 12. | C/2 | C/2 | D/2 | C/2 | C/2 | A/2 | A/2 | 2.42 | .28 | 50% |